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ABSTRACT

This book addresses common questions to enable teachers to make informed decisions about the appropriateness of integrating phonological awareness activities into their language arts programs. The primary purpose is to call attention to recently published (mid to late 1990s) children's literature that can be used to foster children's understandings of phonological awareness in enjoyable and meaningful contexts. The first chapter addresses common questions about phonological awareness, why there is so much concern about it, and why many people are confused by it. The first chapter closes with best practices for fostering phonological awareness and suggestions for how to use the book. Chapters 2 through 7 provide annotations of over 350 current works of children's literature that can be used to foster phonological awareness. All of the works annotated feature some sort of language play; lend themselves to further language exploration activities and book extension ideas; provide content appropriate for young children; are intended as read-alouds; are authentic texts; and can be purchased from retailers or can be found in local libraries. The works are divided into chapters on rhyming texts, alliterative texts, repetitive texts, poetry texts, song texts, and "goofy" texts. Chapter 8 provides 30 phonological awareness activities. (Contains 54 references.) (RS)

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